
Pulford V A Lower School



SEF 2019

School Context

Evidence:

The school has 45 in a year group in the Main school. Of the 225 children in 18-19:

EAL	SEND	PP
7%	11%	5%

The school has a vibrant nursery provision. There are two EYFS classes in the main school. In KS1&2 the children are taught in mixed year groups of 90 in a Key Stage.

Teaching is outstanding and, together with a rich and relevant curriculum, contributes to outstanding learning and achievement, significant growth in students' knowledge, and excellent attitudes to learning.

Pupils, and particular groups of pupils, have excellent educational experiences at school and these ensure that they are very well equipped for the next stage of their education, training or employment.

There is excellent practice which ensures that all pupils have high levels of literacy appropriate to their age.

The school's practice consistently reflects the highest expectations of staff and the highest aspirations for pupils, including disadvantaged pupils and those with special educational needs.

Staff work collegiately with shared planning, shared classes and peer mentoring. The introduction of Key Stage Leads means that each Key Stage is highly focussed and effective.

The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical wellbeing enables them to thrive in a supportive, highly cohesive learning community. The school has an outstanding SIAMS and a Gold RE Quality mark.

Attendance is consistently above 97%

Areas for improvement:

- **Strategic review of whole school SEND practice**

Quality of Education :1**Evidence:**

Teaching is judged to be at least good with some outstanding practice because:

‘Standards of attainment are at least in line with national expectations and a significant number of pupils attain above expectations’. (SIAMS 2016).

This was confirmed by the LA scoping audit in September 2016 and also by the SIAMS inspection in February 2016

Challenging targets are set at the end of each academic year between the current and prospective class teachers. Teachers plan a differentiated curriculum using many elements expected in quality first teaching. Learning objectives are clearly communicated to children, and are shown to be effective due to outcome. Long term planning is available in the public domain on the website. Medium term plans are detailed and specifically differentiated. These are discussed and modified during teacher planning meetings which take place weekly.

Each class has a TA/Nursery Nurse in support who is well trained and highly effective in supporting identified groups. Teachers are well trained in various teaching strategies to cater for kinaesthetic, aural and visual learners.

The school is fortunate to have a wide range of degree subjects amongst its staff such as R.E; Science; History; the Head is also an AST for RE and holds a ‘Teacher of the Year’ award. The leadership team both hold NPQH and the Head holds a Certificate of Educational Studies. The Assistant Head holds a Masters in Educational Management.

The school ensures that careful use of a dedicated training budget results in appropriate CPD being undertaken which is linked into school improvement.

Performance management is used to embed whole school teaching targets, which are then personalised for each practitioner. The School development plan outlines the vision for the school. Staff play an active role in articulating, implementing and embedding this vision and are committed to its implementation.

Monitoring is thorough and follows a termly focus agreed with the EA and the Board.

Summative Data systems have been developed by the school in order to inform effective interventions and high light areas of underperformance as well as exceptional practice.

Parents are kept fully informed of their child’s learning through termly reports consultations and open events.

Evidence: Attainment Early Years Foundation Stage [EYFS]

This is a cohort of 46 children [24 boys, 22 girls]. There is one disadvantaged child [in receipt of the Pupil Premium Grant]. 3 children have special educational needs and/or disabilities [SEND]. 5 children have English as an additional language [EAL].

76% of children achieved a Good Level of Development in 2019, with overall attainment at 36.1 APS. Both measures were above the national average.

The proportions of boys and girls achieving a GLD were broadly similar, though girls achieved a higher APS

[36.9] than boys [35.3].

Attainment in all areas of learning was above the national average, with the exception of Communication and language, where it was broadly in line. Leaders note increasing numbers of children being admitted into the EYFS with challenges in speech and language.

Attainment by gender was broadly similar in most areas of learning, with the widest gap being 9%.

87% of children met or exceeded the Early Learning Goal in reading, with 80% in writing and 83% in mathematics.

All were above the national average.

26% of children were 'exceeding' in reading, 17% in writing and 26% in both strands of mathematics. Again, all were above the national average.

The one disadvantaged child did not achieve a GLD with an APS of 24. This child was a late admission to the cohort, who had been home educated prior to admission and is now making rapid progress.

Phonics – Year 1

This is a cohort of 44 pupils [23 boys, 21 girls]. There are no disadvantaged pupils. 4 pupils have SEND. There are no pupils with EAL.

93% of pupils achieved the expected standard in the Year 1 phonics screening check in 2019. This was well above the national average and continues the strong upward trend in phonics outcomes over time. This is the result of high expectations in this area and focused phonics support groups

50% of pupils with SEND achieved the standard

Key Stage One [KS1]

This is a cohort of 45 pupils, heavily weighted by gender towards boys [27 boys, 18 girls]. There are 4 disadvantaged pupils. 9 pupils have SEND. 4 pupils have EAL. One pupil has significant medical needs, which have become more acute during the key stage. There has been minimal pupil mobility since the end of the EYFS in 2017.

Attainment overall continued to be well above the national average at the end of KS1 in 2019.

In reading, 84% of pupils met the expected standard or above at the end of KS1 in 2019, with 31% working at greater depth. Both measures were above the national average.

In writing, 78% of pupils met the expected standard or above, with 27% working at greater depth. Both measures were above the national average.

In maths, 82% of pupils met the expected standard or above, with 29% working at greater depth. Both measures were above the national average

At the expected standard, girls attained above boys in reading and writing, while attainment by gender in maths was broadly similar. Girls attained well above boys at greater depth in reading, writing and maths.

100% of disadvantaged pupils met the expected standard or above in reading and maths, with 75% doing so in writing. 25% of this group were working at greater depth in reading, writing and maths.

100% of pupils with EAL met the expected standard or above in reading, with 75% doing so in writing and maths.

50% of this group were working at greater depth in reading and writing, with 25% in maths.

6 pupils re-took the phonics screening check at the end of Year 2 in 2019. 83% of this group met the standard, giving a cumulative total of 98% of pupils having met the standard by the end of KS1. This was well above the national average.

Year 4

This is a cohort of 44 pupils, weighted by gender towards girls [18 boys, 26 girls]. There are 2 disadvantaged pupils.

5 pupils have SEND. 2 pupils have EAL. There has been minimal pupil mobility during lower KS2.

In reading, 100% of pupils met the expected standard or above for the end of Year 4 in 2019, which was well above the LA average, with 34% working at greater depth which was slightly below.

In writing, 84% of pupils met the expected standard or above for the end of Year 4 in 2019, with 27% working at greater depth. Both measures were above the LA average.

In maths, 84% of pupils met the expected standard or above for the end of Year 4 in 2019, which was above the LA average, with 27% working at greater depth, which was broadly in line.

Attainment by gender was broadly similar in reading, both at the expected standard and at greater depth. Higher proportions of girls than boys met the expected standard in writing, while higher proportions of boys than girls were working at greater depth. In maths, the attainment of boys was well above that of girls, both at the expected standard and at greater depth.

100% of disadvantaged pupils met the expected standard in reading, writing and maths, though none were working at greater depth.

100% of pupils with EAL met the expected standard in reading, writing and maths, with 50% working at greater depth in reading.

100% of pupils with SEND met the expected standard in reading, with 60% doing so in writing and maths.

Progress

EYFS

The school used the NFER baseline assessment materials on entry to the Reception class in September 2018. This showed that 61% were on track to achieve a GLD at that point. By the end of the year, this had risen to 76%, with a high overall APS, indicating positive progress to the end of the EYFS in 2019.

Tracking shows that the very large majority of children made strong progress from their assessed baselines.

KS1

Pupils made strong progress through KS1 between 2017 and 2019.

A comparison of end of EYFS data in 2017 and end of KS1 outcomes in 2019 for 'matched' pupils shows that:

In reading, 96% of pupils made expected progress or better, with 29% making accelerated progress

In writing, 98% of pupils made expected progress or better, with 30% making accelerated progress.

In maths, 89% of pupils made expected progress or better, with 11% making accelerated progress. Disadvantaged pupil made similar strong progress to their peers. In reading, 100% of this group made expected progress or better, with 25% making accelerated progress. In writing, 75% of disadvantaged pupils make expected progress or better, with 25% making accelerated progress. In maths, 100% of this group made expected progress or better, with 25% making accelerated progress.

Year 4

Pupils made strong progress through Lower Key Stage 2 between 2017 and 2019.

A comparison of end of KS1 data in 2017 and end of Year 4 outcomes in 2019 for 'matched' pupils shows that:

In reading, 100% of pupils made expected progress or better, which was above the LA average, with 14% making accelerated progress.

In writing, 95% of pupils made expected progress or better, which was above the LA average, with 25% making accelerated progress.

In maths, 100% of pupils made expected progress or better, which was above the LA average, with 18% making accelerated progress

Disadvantaged pupils made similar progress to their peers, with 100% of this group making expected progress or better in reading, writing and maths and 50% making accelerated progress in reading and writing.

Areas for improvement:

- Consolidate the 'mastery' approach to the teaching and learning of maths across the school**
- Review the wider curriculum in line with the 2019 Ofsted framework**

Behaviour and Attitudes: 1

Evidence:

'The effectiveness with which the curriculum supports SMSC is judged to be outstanding because:

Pupils' spiritual, moral, social and cultural development is outstanding, reinforced through innovative approaches to learning outside through the Forest Schools' initiative. This enables pupils to appreciate the wonders of the natural world, whilst working together as teams to complete specific projects, such as the building of dens (SIAMS 2016).

There have been no fixed term or permanent exclusions for ten years.

Parent View returns +94% at least good or don't know for questions relevant to this section. There is very little bullying and the school is pro-active in raising issues through the PSHE curriculum and take part in anti-bullying week. Incidents are dealt with swiftly according to policy.

The school is a thriving and extremely cohesive community, where boys and girls from different backgrounds play and work together very well. Pupils' spiritual, moral, social and cultural development is excellent. They consider moral issues thoughtfully, and are very respectful of other's opinions and beliefs'.

(Ofsted 2010).

The SLT are active 'on the gate' greeting parents and children and reinforcing our open door policy. Teachers and TA's are also part of the parent interface on the playground. Teaching Assistants play an integral role in the pastoral side of school life as well as supporting children academically.

The school has in-house catering facilities and the kitchen has the highest food hygiene rating of 5. The school provides breakfast at the Before School Club and lunches with a high take-up rate.

Social development plays an extremely important role in the EYFS with staff encouraging collaborative learning and social skills as an integral part of the curriculum. Responsible roles are encouraged throughout the school for example belonging to the School Council or Playground Friends. Children also assist in organising worship, helping younger pupils, cut up and eat their lunch and other jobs around the school. "They form very positive relationships" (Ofsted 2010).

The school follows the Values Education programme both in assembly and during PSHE. In addition, the school has strong links with All Saints church. The leadership and clergy work together to provide relevant worship materials for the children both at school and at church. In addition, Pulford Children attend church on a termly basis and celebrate the major Christian Festivals as well as taking an active part in Sunday worship on special occasions. The school works in close partnership with our neighbouring middle school with teachers working across the phase to ensure a smooth transition between year 4 and 5. In addition the school works in close partnership with the other 27 schools in the Learning Community.

The school takes part in a wide range of charities including raising money for CHUMS, Children in Need, and the Bishops of St Albans harvest appeal. The Headmaster co-ordinates the town-wide Remembrance service in Church Square.

Areas for improvement:

- **To prepare for and implement the changes to relationship education.**

Personal development: 1

Evidence:

The school has become much more diverse in recent years in terms of financial wellbeing, ethnicity and faith. This has enabled our community to listen and learn to a greater variety of views and beliefs.

The school take mental health very seriously and have a robust policy. The staff have had a training day devoted to mental well-being. This area has been discussed with Simon Crosby the SIA. The school has an excellent attendance record with few hard to reach families.

The school has a Forest School which enables pupils to develop self-confidence, teambuilding skills and self-esteem. The school follows eco-friendly guidelines and children are encouraged to care for their environment. The school use the Education Endowment Toolkit when considering provision for their Pupil Premium children. Pulford's outdoor education is of benefit to all, but especially benefits those from disadvantaged backgrounds. PP children are tracked carefully through the school's tracking system and provision maps and interventions put in place to close the gap.

The school take children's safety seriously and not only have a robust safeguarding approach but also take

part in NSPCC projects, on-line safety projects with the Police, and bike-ability with the local PCSO's.

Areas for improvement:

•**Review the school's vision and ethos in light of the new SIAMS framework, in preparation**

For the Section 48 inspection expected from 2020.

Leadership and Management: 1

Evidence:

The school currently judges the quality of leadership and management to be outstanding.

Leaders, including governors, have high expectations and set ambitious targets for all groups of pupils. Leaders have a strong strategic overview of the school and have played a major role in guiding and implementing its planned expansion over time.

This expansion had provided greater capacity for extended leadership and the strong development of teams has meant that a wider range of leaders are now actively engaged in monitoring and in driving improvement. As a result, this year has seen significant moves forward in distributed leadership.

Systems for monitoring the school's work and for the appraisal of staff are rigorous.

Governors receive regular and detailed information about the school's work through the headteacher's report and monitor the school's work closely. They receive regular updates on the quality of teaching and on pupil attainment and progress. As a result, they hold senior leaders to account effectively. Governors have a range of skills which are brought to bear to support the school. They monitor the budget and ongoing expenditure closely and undertake benchmarking to ensure value for money.

Leaders have forged strong relationships with parents and other stakeholder groups. They are responsive to parental feedback, which is regularly sought and acted upon.

The school promotes an engaging and exciting curriculum, with Forest School provision and outdoor learning being particular strengths. The strong focus on music and drama, for example the recent Year 4 production of '*Joseph*', provides clear links between the curriculum and extracurricular provision. As a result of the many learning opportunities across the curriculum and beyond, pupils demonstrate a strong love of learning.

Leaders are committed to sharing their skills with other schools and the wider community, as evidenced by the lead taken in promoting Religious Education [RE]. The school organises and leads some RE PSGs on behalf of the LA and a number of schools have taken advantage of the RE Trails for Harvest and Christmas organised by Pulford during the current year.

As Pulford is a Church of England School, leaders promote a strong spiritual life, with close links to All Saints Church. Through this, and through the strong commitment to Christian Values, leaders promote pupils' spiritual, moral, social and cultural development very effectively.

Leaders are strongly committed to diversity and inclusion, which is modelled in a variety of ways, for example the acceptance of a range of vulnerable students on work experience from a local upper school.

Leaders work hard to promote a culture of safeguarding amongst staff, pupils and stakeholders. The Head and Deputy have both completed 'Train the Trainers' course and have updated all staff and newly qualified staff.

Parent View supports the above statements with +90% of parents rating leadership at least good.

The HT and responsible officer meet regularly to set and monitor the budget which is then shared with sub-committees, full governors and office staff. An SLT manage the budget on a daily basis and ensure that backups are made regularly to protect data. SLT and the Resources committee secure best value on all large bids or orders. This formed part of the successful LA scoping audit September 2016.

The school embraces a relationship - leadership style approach. Currently four members of teaching staff hold a formal curriculum leadership role (numeracy, literacy, RE and early years). These staff members regularly train and update colleagues. They are lead teachers in their field. Other staff have responsibility for other areas such as MFL and PSHE.

Additional time is made available to support these functions. The leadership team have a time allowance for performance management, SEND roles and dedicated headship time

Excellent relationships are forged with our EA who knows the school well, SEND providers and the wider community particularly All Saints Church.

The school made a successful bid for grant funding from Verulam Trust House and Culham St. Gabriel. This has enabled the school to widen our outstanding RE practice to other schools in the town.

The Year 4 children go to Blue Peris outdoor activity centre and have forged working relationships with the community of Llanberis.

The school works closely with Leighton Middle School in analysing data to secure improvement and to foster good relationships with staff – the head of maths has been into KS2 to work with staff and pupils on a variety of projects. In addition, joint maths and/or literacy GCSE courses for support staff who needed to up skill.

The school works with Cedars Upper school not only in providing work experience but in supporting their SEND children in projects for example the school has hosted a young lady on an EHC plan in the EYFS. The school participates in training for staff and workshops for children run by LC2 such as MA&T, SENDCO conference, data transfer.

The school supports ITT with the University of Bedfordshire and supports many people looking for work experience. Last year the school supported a former TA through ITT training at the school who has now completed her NQT year.

The updated website has been of benefit to parents both with information and providing simple quick links to areas of interest such as the Learning Platform (LP). The Learning Platform has been an enormous success with enabling parents to improve their engagement with their child's learning through the 'courses' provided by the teachers.

The school operates a modified open door policy and good relationships are forged with the Travelling Community and others where the reading of letters may be an issue.

Staff meetings have a challenging range of subject matter to assist in sharing of best practice throughout the school. Peer moderation in numeracy, literacy and science are regular features.

Safeguarding is effective and training regular. Robust policies are in place with experienced DSL's on the SLT and in the Nursery.

Areas for improvement:

- **Develop a strategic plan for the future development of the school, given the impending changes in structures at a local and LA level.**

The effectiveness of early years : 1

Evidence:

Monitoring records show that the quality of teaching and learning has improved in the Nursery classes, reflecting the significant work over the past 5 years to ensure that all staff are highly skilled. The headteacher indicates that the staff form a strong and happy team, based on his regular meetings with them and the regular visits he makes to the setting.

The learning environment is vibrant and engaging and as a result children are keen to develop their skills and to engage with the exciting curriculum on offer. This has ensured that younger pupils within the setting are 'foundation stage ready' by the end of the summer term. Adults and key workers are well known to them, securing improved transition to the next stage of their development.

The developments in outdoor learning and Forest School have proved particularly positive for younger children, who engage effectively in outdoor learning on a regular basis.

As a result of the work done this year, all groups and cohorts of children have made good progress through the 'ages and stages'. Assessment has been rigorous, reflected in 'learning journeys'. Plans are in hand to develop assessment still further in the coming year, to bring summative assessment in the EYFS more closely in line with the rest of the school.

Areas for improvement:

- **Improving outcomes in Communication and language in the EYFS**